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NOTES

BENNO ERDMANN

Professor of Philosophy at the University of Berlin, and member of the Berlin Academy of Sciences, Geh. Reg.-Rat. Benno Erdmann died from an embolism on January 7, 1921, in his seventieth year. For two years his weakened heart had been a source of inconvenience, making the daily trips between the University of Berlin and his home in Grosslichterfelde an increased burden. Yet he remained in active service almost to the last, working with his accustomed zeal to within three days of his death.

Many Americans have felt the spell of his incomparable lectures. Not a few were trained simultaneously in the philosophical disciplines, in the methods of productive scholarship, and in the art of university instruction in his seminars. These latter have all felt something of the charm of his wise and infinitely patient friendship. Those who knew him in his lectures and his seminars will think of him first, I believe, as a great teacher. He lectured without notes. Yet the perfect form of his utterance made it comparatively easy for those who were still struggling with the German language to follow and understand. The logical sequence of his thought gave his lectures a naturalness and inevitableness that I have never heard equaled. They seemed unforgettable. The complete mastery of his material, his candor, enthusiasm, and magnetism combined to fill the larger lecture rooms, whether he lectured on Psychology, Logic, the History of Philosophy, or Education.

It was, however, in his seminars that we got our real insight into the extent and accuracy of his scholarship, our inspiration to productive thinking, and our training. The limitations of the lecture irked him. It offered no opportunity for real contact with the minds to which he spoke. He seemed to envy the relative informality of American class-rooms. It was in the freedom of the seminar that he brought out the best that was in each one of us to meet the great problems of life and thought. How often have I gone back to my room full to bursting with enthusiasm for solving the apparently all-important problems that we had just gathered the relevant data for understanding!

But of all those who called him teacher and friend I believe that I have most to be grateful for. It was a seminar problem in the technique of investigating the psychology of reading that started it. For more than two years we worked together almost every week-day for one or two hours in the diminutive Psychological Institute or at his home. It was in those hours of tireless work that I learned the sacredness of an experimental fact, the high obligations of a scientist, and the demands of scientific evidence. Few modern students have had the privilege of observing so intimately the operations of the mind of a master attacking a scientific problem.

Though he visited America once, to participate in the scientific discussions of the St. Louis Exposition, most American students knew Professor Erdmann only through his writings. They knew him consequently only as an accurate and profound scholar. It seems to me that scientific style never more completely hid the charm of personality than his. His first well-known, and probably still his best-known works in America were his studies of Kant's *Kritizismus*, and his edition of Kant's *Reflectionen* and *Kritik der reinen Vernunft*. It was these that took me to Halle. In

FESTSCHRIFT FOR CARL STUMPF

Professor Stumpf's pupils presented him, on his seventieth birthday, April 21, 1918, with a manuscript *Festschrift*. Since it was found impossible to publish the work as a volume, the articles composing it are distributed in the technical journals. We have noted the following contributions.

(1) K. Koffka, Zur Theorie einfachster gesehener Bewegungen: ein physiologisch-mathematischer Versuch (*Zeits. f. Psych.*, lxxxii., 1919, 257 ff.). Attempts, on the basis of Wertheimer's physiological theory of seen movement, to translate Korte's laws into mathematical terms.

(2) A. Gelb, Ueber den Wegfall der Wahrnehmung von 'Oberflächenfarben' (*ibid.*, lxxxiv., 1920, 193 ff.; enlarged in publication). Describes cases of brain-injury which have led to the loss of surface colors. Since the object-consciousness is intact, the remaining film-colors maintain their color-constancy as *Sehdinge*.

(3) H. Friedländer, Ueber Gewichtstäuschungen (*ibid.*, 258 ff.). Illusions due to material are based on the idea of expectation, illusions due to volume on this and on the influence of density. The 'idea of expectation' involves a complex play of the associative mechanism, and may work by way of positive suggestion as well as by contrast.

(4) N. Ach, Zur Psychologie der Amputierten: ein Beitrag zur praktischen Psychologie (*Arch. f. d. ges. Psych.*, xl., 1920, 89 ff.). Discusses the mental state and the psychological treatment of the patient; the choice and use of the prosthesis; and the education of the will to work.

(5) O. Lipmann, Die psychische Eignung der Funkentelegraphisten: Programm einer analytischen Prüfungsmethode und Bericht über eine Experimentaluntersuchung (*Zeits. f. angew. Psych.*, xv., 1919, 301 ff.). Analyses the work of the operator into its psychical part-functions; receiving is a more complicated matter than sending. Describes a test-apparatus, whereby the work of the receiver is reproduced in simpler form and under measurable conditions. Outlines two methods of evaluating the results.

(6) O. Abraham, Zur Akustik des Knalles (*Annalen der Physik*, 4te Folge, lx., 1919, 55 ff.). Explains the noise (pop) accompanying very brief siren-tones or noises as due to the formation of a single larger wave which includes the whole number of vibrations in a new physical unit.—

Professor N. Ach of Koenigsberg has been good enough to complete the list, as follows:

(7) A. Guttman, Beobachtungen und Erfahrungen über Intonation (*Beiträge zur Anatomie, Physiologie, Pathologie, Therapie des Ohres, der Nase und des Halses*, herausg. von Passow und Schäfer, xv., 1920, 81 ff.).

(8) E. M. von Hornborstel, Ch' ao-t'ien-tze: eine chinesische Notation und ihre Ausführungen (*Arch. f. Musikwissenschaft.*, i., 1919, 477 ff.).

(9) G. Schünemann, Kasan-tatarische Lieder (*ibid.*, 499 ff.).

(10) M. Wertheimer, Ueber Schlussprozesse im produktiven Denken, Berlin and Leipzig, 1920.

The remaining contributions to the *Festschrift* were unpublished at the time of Professor Ach's communication:

(11) K. Lewin, Psychologische und sinnespsychologische Begriffsbildung.

(12) D. Passau, Die Gefühlslehre bei Joh. Nik. Tetens.

(13) O. Pfungst, Zur Psychologie der Sanitätshunde.

(14) J. B. Rieffert, Ueber das Verhältnis der funktionspsychologischen zur reproduktionspsychologischen Psychologie.

(15) H. Rupp, Die Gedächtnisfarben und analoge Erscheinungen verschiedener Sinne.

E. B. T.

THE EDINBURGH MEETING OF THE BRITISH ASSOCIATION

The British Association for the Advancement of Science held its eighty-ninth annual meeting at Edinburgh from September the 7th to September the 14th, 1921. For the first time Psychology had an independent section. The President of this section, Professor C. Lloyd Morgan, acted as Chairman throughout the meeting. At all times there was a large and interested audience. In fact, I understand that the Psychological Section was one of the most largely attended. Many more non-scientific members attend the British Association than is the case with the American Association. The former Association offers numerous opportunities for the members to see the surrounding country and points of interest. Many laymen, therefore, come from a long distance and intersperse their holiday activities with educational pursuits. The twenty or thirty scientific psychologists present at the meeting seemed like a very small group in comparison with the semi-popular audience. The speakers undoubtedly suited the style of their papers somewhat to the interests of their hearers. For the most part the papers were very general. Only two of them could be classed as reports of experimental work, and one of these was in the applied field. There were in all sixteen papers, beside two symposiums and the presidential address, of which eight were upon applied subjects and eight upon fundamental problems. That is, half of the papers were in the applied field. Even these figures, however, do not give an adequate idea of the great interest in applied psychology in England at the present time. This interest was shown still more clearly by the response of the audience during the discussions. The wave of application seems at present so engulfing and so many of the good men are being drawn into that field that an experimentalist at the meetings could not help feeling some apprehension.

Beside this tendency toward applied psychology and the very general nature of the papers three points impressed me: the influence that Freud has had upon British psychology, the style of the papers, and the nature of the discussions. The frequency with which reference is made to Freud is indicated in the following description of the papers. The distinguishing feature in the style was the fact that, in many instances, the articles were written in essay-form with attempts to please the audience by well-turned phrases and appropriate epigrams. One might wish for more substance, but perhaps it is impossible to hope for more details at such a semi-scientific assembly. There were only four papers at one session, and this arrangement left sufficient time for discussion, which was encouraged by Dr. Morgan who spoke a few words of friendly praise interspersed with criticism after each paper. At times the discussion became very sharp and remarks were made which would have aroused lasting enmity in America. But the British do not seem to consider remarks made upon the platform to be personal. It appears that the spirit of political campaigns has been carried over to the scientific meetings.

The presidential address was upon "Consciousness and the Unconscious." Dr. Morgan explained his 'emergence' theory of consciousness and dealt with the criteria of consciousness on the lines of what he conceived to be its evolutionary genesis. Essential to consciousness is a memory of the past or "againness" and expectancy or "comingness". I understand Dr. Morgan is writing a book on the subject which is to be finished by spring.

"Vocational Training" was discussed at a joint meeting of the psychological, educational and economic sections. Dr. C. W. Kimmins, Chief Inspector of the Educational Department of the London County Council, advocated the use of intelligence-tests in the selection of defective children for special schools and in the awarding of scholarships. He also referred to the value of vocational tests in schools. Mr. D. Kennedy Fraser, Lecturer

in Education, Edinburgh University, thought that vocational education was needed in order to train the large number of children who were misfits in a uniformly difficult curriculum. Dr. C. S. Myers, Lecturer in Experimental Psychology, Cambridge, suggested that cinematograph films be used in the schools in order to acquaint the children with the various forms of occupation, and that such exhibitions be accompanied by lectures upon the duties, responsibilities, dangers and prospects of the various occupations. Mr. F. Watts, Stockport, criticized the use of vocational tests in the present state of society. He considered that industry should be brought into vital contact with the schools. Sir William Beveridge, Director, London School of Economics, said there were three distinct economic consequences in connection with vocational selection: unemployment would be diminished, people would stick to their jobs longer, and production would be increased. Miss L. Grier, Cambridge, referred to problems concerning the women in industry, and advised giving vocational training in schools, factories or special institutions. Judging from this discussion, from the criticisms which followed from the floor, and from other papers at the meeting, it would seem that, although the British psychologists are acquainted with the literature of the subject, applied psychology is at about the stage of development that it reached in America five years ago.

The second symposium, which took place at a combined meeting of the Zoology and Psychology sections, was upon "Instinctive Behavior." Dr. J. Drever said that behavior, even in the lower animals, involves a psychological factor which can not be explained in physical terms and which has to be considered in an adequate scientific account of instincts. Professor E. S. Goodrich, although admitting that there is no fast line between instinctive and intelligent behavior, accepted plasticity as a criterion of intelligence. Professor Arthur Thompson presented a diagram of the different grades of instinctive behavior. He described the difference between instinctive behavior that occurs in one continued series of reflexes and that form which consists of an interrupted chain of activities. In instinctive behavior, which is persisted in despite interruptions and difficulties, one should look for psychological factors. Professor Lloyd Morgan, in opening the discussion which followed the papers, said that, according to his belief, there is no intelligent, rational behavior that has not its instinctive basis. Dr. Chalmers Mitchell made a violent attack upon all the speakers for accepting a factor like consciousness or intelligence before they had exhausted the other factors. As will be seen from the above, old ground was plowed over, but not very fruitful soil was uncovered.

Professor T. H. Pear, Manchester University, in his paper upon "A Neglected Aspect of Forgetting," gave a classification of the different types of forgotten memories. He emphasized particularly those memories which are forcibly barred from the personality. He said that inasmuch as there seems to be a close relation between sentiment and complexes, repression is an important factor in sentiments.

Dr. J. Drever, in his paper upon "Appetition and Reaction," introduced Freud's distinction between the pleasure-principle and reality-principle. We have appetition when agreeable experiences are sought and disagreeable experiences are shunned with reference to no end beyond the affective. We have reaction when the action is determined with reference to an external object or end, independent of any affective factor. This distinction is similar to that of Freud. On the other hand Freud apparently considers appetition more primitive than reaction. Dr. Drever believes the safest view for the psychologist to take is that probably both are equally primitive.

Dr. W. Brown, Cambridge, presented a long paper upon "Psycho-analysis and Suggestion." The starting point of his discussion was Freud's assertion that suggestion is a form of transference. The paper for the most

part consisted of descriptions of shell-shock cases and other forms of neurosis. Dr. R. G. Gordon, who seemed to be in close touch with American psychology, presented "Some Suggestions as to a Common Ground between Freudian and Behavioristic Psychology." Miss E. L. G. Ross's paper was upon "The Estimation of Vocational Fitness Among Mental Defectives." About fifty institutional cases were taken as subjects, and their standing in the tests was compared with their industrial ability and learning capacity. Temperamental factors were studied on the basis of the Porteus Social Rating Scale.

Dr. A. R. Abelson presented "A Plea for the Psychological Treatment of the Delinquent Child." Mr. F. Watts, in discussing the "Present Conditions of Industrial Psychology," said that it is not enough to analyze and systematize mechanical operations in industry. Industrial conditions will have to be made to appeal to the fundamental instincts of man. The writer was critical of some of the work which has been done in industrial psychology.

Dr. C. S. Myers described the "Evolution of Feeling." He distinguished four varieties of affective tone: strain and relaxation in response to a favorable situation, and strain and relaxation in response to one unfavorable. Affective tone is due to the organic harmony or discord induced by the environment. Instincts are integrated from different higher and lower reflexes, emotions from different instincts, and sentiments from different emotions. Instincts, emotions and sentiments are accompanied by their special feelings.

Dr. H. S. Langfeld presented a paper upon "The Study of Personality." He emphasized the advantage of coordinating the laboratory work, and showed the possibility of correlating individual differences from the various experiments with the result of the tests and ratings obtained in an experimental study of personality.

Miss E. M. Bickersteff described the results of an extensive research made upon "Colored Thinking" among the school-children of a number of schools throughout the British Isles. She found a surprising number of cases of chromaesthesia. The percentage of colored thinking in certain districts rose as high as 80%.

Mr. J. C. Flugel, University of London, in his account of "Social Progress and Psychological Understanding," presented a diagram showing the various lines of progress in industrial, educational, medical and criminological psychology and in the knowledge of the general public.

Miss F. McFarlane gave a detailed account of an experiment upon "Sex Differences in Tests of Constructive Ability." Boys scored much better than girls in the task of fitting together a sectional wheelbarrow. Further tests were planned to determine if this superiority could be explained by the relation of the object to existing interests.

Dr. C. W. Kimmins, in his paper upon "An Investigation of the Sense of Humour in School Children," showed that the greatest changes in the sense of humour are associated with periods of rapid growth.

Dr. W. H. R. Rivers spoke upon "The Instinct of Acquisition," Mr. J. G. Taylor upon "The Use of Retinal Rivalry for a Test of Colour Fatigue," and Mr. F. B. Kirkman upon "The Psychological Difficulties of a Naturalist."

The British Association expects to meet in Toronto in September, 1924. This would seem to be an excellent opportunity for a joint meeting of British and American psychologists.

H. S. LANGFELD

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